

The Single Plan for Student Achievement

WILLOWS COMMUNITY HIGH SCHOOL

11-62661-1130038
CDS Code

Date of this revision: March, 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal
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Willows Unified School District

The District Governing Board approved this revision of the School Plan on April, 2010

School Mission Statement and Description

***“A PLACE TO GROW IN THE PRESENT, PREPARE FOR THE FUTURE
AND OFFER SUCCESS FOR ALL”***

Willows Community High School (WCHS) is in the Willows Unified School District and serves students in grades 9-12. WCHS is an alternative educational setting designed to provide a comprehensive curriculum to meet the need of students at risk.

Development of Single Plan for Student Achievement

As we move toward developing a plan that addresses the needs of our students, the following information will be used for discussion to determine practices, policies, and procedures to maintain a cycle for continuous improvement:

- Review Programs Funded through the Consolidated Application
- Programs Included in this Plan and Funding
- Analyze Current Instructional Program
- Analyze Demographic Data
- Analyze Student Performance
- Conclusion of Student Performance
- Goals

Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fq/aa/co/>.

State Programs

- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Programs Included in this Plan and Funding

State Programs		Allocation
X	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ Tier III
Total amount of state categorical funds allocated to this school		\$ 0

Federal Programs under No Child Left Behind (NCLB)		Allocation
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 11,266
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 5,239
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 166
X	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 48
Total amount of federal categorical funds allocated to this school		\$ 16,719
Total amount of state and federal categorical funds allocated to this school		\$ 16,719

Demographic Data

Students by Ethnicity Willows Community High School, 2008-09			
	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	3	9.7%	3.2%
Asian	2	6.5%	7.3%
Pacific Islander	0	0.0%	0.4%
Filipino	0	0.0%	0.2%
Hispanic	7	22.6%	38.4%
African American	0	0.0%	0.6%
White	19	61.3%	49.6%
Multiple/No Response	0	0.0%	0.3%
Total	31	100%	100%

Special Programs Willows Community High School, 2008-09			
	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	0	0.0%	18.1%
Free/Reduced Price Meals ¹	15	48.4%	59.1%
Title I	Yes, Schoolwide Plan	N/A	N/A

Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
Instruction and materials are aligned with California State Standards. This is an ongoing process.
2. Availability of standards-based instructional materials appropriate to all student groups:
Standards-based instructional materials are available to all students..
3. Alignment of staff development to standards, assessed student performance and professional needs:
All staff development activities are directed toward standards, student performance, and teaching standards.
4. Services provided by the regular program to enable under-performing students to meet standards:
All staff development activities are directed toward standards, student performance, and teaching standards.
5. Services provided by categorical funds to enable under-performing students to meet standards:
The after school tutorial programs enable students to receive additional assistance.
6. Use of state and local assessments to modify instruction and improve student achievement:
Teachers and administrators analyze data to modify their curriculum to address student needs.
7. Number and percentage of teachers in academic areas experiencing low student performance:
There are students in all classes whose scores are below standard and STAR Assessments.
8. Family, school, district and community resources available to assist these students:
The students that have an IEP are closely monitored by staff and receive additional assistance from Willows High School and Glenn County SELPA personnel..
9. School, district and community barriers to improvements in student achievement:
The district, WCHS, and the community have high expectations for all students.
10. Limitations of the current program to enable under performing students to meet standards:
Often, circumstances beyond our control contribute to a less than positive learning environment in and out of school. We continue to stay focused on the goal of high academic achievement for all students by constantly reviewing individual student needs and making the necessary adjustments.

Analysis of Student Performance Data:

- State Accountability: Academic Performance Index (API)

In 2009, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

- Federal Accountability: Adequate Yearly Progress (AYP)

<u>Made AYP:</u>	No	
<u>Met 5 of 6 AYP Criteria</u>		
<u>Met AYP Criteria:</u>	English-Language Arts	Mathematics
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	Yes	Yes
<u>Academic Performance Index (API)</u>		No
<u>- Additional Indicator for AYP</u>		
<u>Graduation Rate</u>		Yes
<u>2009-10 PI Placement:</u>		Year 2
<u>Prior PI Placement:</u>		Year 1
<u>First Year of PI Implementation:</u>		2007-2008
<u>Made 2009 Adequate Yearly Progress (AYP):</u>		

Conclusions from Student Performance Data:

Student participation rate and percent proficient continues to meet the AYP criteria; however the API, as an additional indicator, falls below the required Federal AYP requirements. There were eight valid test scores with an adjusted API of 491 that was not met.

Conclusions from Parent, Teacher and Student Input:

Although academic achievement is the focus of state and federal accountability; career education, anger management, and drug counseling are extremely important to the overall success of each student at Willows Community High School..

School Goals for Improving Student Achievement:

- Goal #1: Improve student performance in the core curricular areas
- Goal #2: Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior
- Goal #3: Provide opportunities for Parent Involvement

Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

I. SCHOOL GOALS	SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?	SUGGESTED PERSON TO DO THIS?	SUGGESTED TIMELINE?	PROGRAM/COST?	EVALUATION PROCESS – HOW, WHO, WHEN?
<p>1. Improve student performance in the core curricular areas</p>	<ul style="list-style-type: none"> -Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning -Provide additional staffing for classroom assistance (Paraprofessional I) -Provide teachers and staff supplemental materials and supplies to promote different learning styles -Provide opportunities for teacher training and paraprofessional training that aligns to standards -Provide opportunities for schoolwide and districtwide collaboration throughout the year -Provide and update Reading and Math Enhancement Programs -Continue to provide learning opportunities through technology for staff and students 	<ul style="list-style-type: none"> -Teachers -Administration Paraprofessionals I -Technology Director & Assistant -Categorical Director 	<ul style="list-style-type: none"> -Before School Intervention -After School Intervention -Noon Time Intervention -Throughout the school year 	<p>Title I \$11,266– teachers, paraprofessionals materials and supplies</p>	<ul style="list-style-type: none"> -At the end of each quarter, staff and administration will evaluate student progress and determine placement into supplemental programs -Annually, SSC will evaluate data from STAR and make recommendations for program direction

<p>2. Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior</p>	<ul style="list-style-type: none"> -Purchase and provide training for “Too Good for Drugs”, “Too Good for Violence” Program -Provide materials, supplies, and programs necessary for tobacco awareness -Surveillance equipment – lighting & cameras -Resource Officer 	<ul style="list-style-type: none"> -Teachers -Administration -Counselors 	<ul style="list-style-type: none"> -Ongoing -20 lessons-annually for implementation of curriculum 	<p>Title IV -\$166 - Curriculum Safety -\$ Tier III - Surveillance & Security</p>	<ul style="list-style-type: none"> -Annually -staff, teachers, admin. & SSC will review Con App-UMIRS -Staff will review curriculum annually to evaluate effectiveness and participate in the annual review of the School Safety Plan
<p>3. Provide opportunities for Parent Involvement</p>	<ul style="list-style-type: none"> -Provide opportunity for parents to receive training for supplemental services -Support Glenn County Adult Literacy Program -Support Community Based English Tutoring Program -Provide opportunities for Parents to be involved in developing school policy -Continue to improve the communication between school and home -Support and encourage parent participation 	<ul style="list-style-type: none"> -Administration -Staff -SSC -Glenn County Office of Education Adult Program 	<ul style="list-style-type: none"> -Ongoing workshops -Community Based English Tutoring is offered twice a year -SSC monthly meetings 	<p>Title I – \$6,429 - GCOE Adult Program, Parent Training, and materials</p>	<ul style="list-style-type: none"> -Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities

Willows Community High School School Parental Involvement Policy

Part I: General Expectations

WCHS agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- a. that parents play an integral role in assisting their child's learning;*
- b. that parents are encouraged to be actively involved in their child's education at school;*
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Part II: Description of How the School Will Implement Required School Parental Involvement Policy Components

1. **WCHS** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The following will be disseminated to parents for review through newsletters, informational meetings, opening day packets, advisory committees, and school site council:

- District Parental Involvement Policy;
- School Parental Involvement Policy;
- School-Parent Compact;

- Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance.
2. **WCHS** will convene an annual meeting at a convenient time to inform parents of the following:
 - That their child’s school participates in Title I,
 - About the requirements of Title I,
 - Of their rights to be involved,
 - About their school’s participation in Title I.
 3. **WCHS** will provide information about Title I programs to parents of participating children in a timely manner:
 - Newsletters;
 - “Back to School” Night;
 - School Site Council;
 - First Day Packets;
 - DELAC (District English Learner Advisory Committee) Meetings;
 4. **WCHS** will provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and an opportunity for parents of participating children to provide suggestions as practicably possible through:
 - School Site Council Meetings;
 - Parent-Teacher Conferences;
 - School Board Meetings;
 - Title I Annual Meetings;
 - IEP’s (Individual Education Plan);
 - SST (Student Study Teams)
 - DELAC (District English Learner Advisory Committee) Meetings
 - Needs Assessment Surveys.
 5. **WCHS** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children. Submission of comments will be made to the Superintendent or Categorical Director and parent will be notified by the district for conference.

Part III: Shared Responsibilities for High Student Academic Achievement

1. **WCHS** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Newsletters;

- “Back to School” Night;
 - Parent-Teacher Conferences;
 - School Site Council;
 - First Day Packets;
 - DELAC (District English Learner Advisory Committee) Meetings.
2. **WCHS** will incorporate the school-parent compact as a component of its School Parental Involvement Policy and will be disseminated in the “First Day” Packets at the beginning of every school year.
 3. **WCHS** will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
 - The State’s academic content standards;
 - The State’s student academic achievement standards;
 - The State and Local Academic Assessments including alternate assessments;
 - The requirement of Title I;
 - How to monitor their child’s progress, and
 - How to work with educators.
 4. **WCHS** will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steve Olmos	X				
Shelley Taylor			X		
Linda Carney				X	
(need one more Community/Parent Member)					
Liz Beck			X		
Kim Welsh		X			
Yessica Ramos					X
Kari Wilson					X
	1	1	2	1	2

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Dr. Steve Olmos
Typed name of school principal

Signature of school principal

Date

Linda Carney
Typed name of SSC chairperson

Signature of SSC chairperson

Date